

# Same Storm, Different Boats: Documenting the Living History of the COVID-19 pandemic



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# Overview

- **Documenting experiences during the COVID-19 pandemic is crucial to preserving history.**
  - **Especially from our community's youngest citizens to not only get their insights on the pandemic, but how their research can promote engagement in historical empathy (HE).**
- **This project is a collaboration between a college of education, a local historical society, and a local non-profit organization where high school students conducted local history research to document and learn about diverse experiences of community members during the COVID-19 pandemic**

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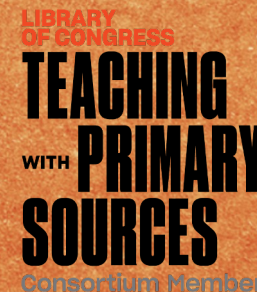
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A black silhouette of the New York City skyline, including the Empire State Building and the Statue of Liberty, positioned at the bottom of the Gotham Center logo.



# Funding

**Funded in-part by a grant from the Library of Congress Teaching with Primary Sources program. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress. A Mercer University Office of the Provost Humanities Seed Grant also funded part of this project.**





# Brainstorm

Share in the chat from a scale of 1(lowest) to 5 (highest) how you would rank your knowledge about:

- Historical empathy
- The C3 Framework
- Teaching about the historical significance of the COVID-19 pandemic

Feel free to share!



# What is Historical Empathy?

The three aspects of HE are:

- **Historical Contextualization**—a temporal sense of difference that includes deep understanding of the social, political, and cultural norms of the time period under investigation as well as knowledge of the events leading up to the historical situation and other relevant events that are happening concurrently.
- **Perspective Taking**—understanding of another’s prior lived experience, principles, positions, attitudes, and beliefs in order to understand how that person might have thought about the situation in question.
- **Affective Connection**—consideration for how historical figures’ lived experiences, situations, or actions may have been influenced by their affective response based on a connection made to one’s own similar yet different life experiences. (Endacott & Brooks, 2018, p. 209)



# Major Components of the C3 Framework

**Inquiry Arc- formative and summative assessment throughout**

- **Dimension 1- Staging Inquiries with Big Ideas and Compelling Questions**
- **Dimension 2- Curricular Standards for the 4 Core Content Areas of Social Studies**
- **Dimension 3- Analyzing Evidence with Primary and Secondary Sources**
- **Dimension 4- Communicating Conclusions and Taking Informed Action**



# Historical Empathy-C3 Framework Relationship

*C3 Framework-Historical Empathy Connection*

<i>C3 Framework</i>	<i>Historical Empathy</i>
<i>Dimension 1- Staging Inquiries with Big Ideas and Compelling Questions</i>	<i>Activate prior knowledge of what students know or want to know about historical contexts, perspectives on issues, relevant experiences</i>
<i>Dimension 2- Content Connections</i>	<i>Align the inquiry of historical contexts and perspectives with state content standards, curricular standards in the C3 for history, economics, geography, civics</i>
<i>Dimension 3- Evaluating Evidence from Secondary Sources</i>	<i>Students analyze evidence from secondary sources to explain the socio-economic, political, cultural contexts of historical time periods</i>
<i>Dimension 3- Evaluating Evidence from Primary Sources</i>	<i>Students analyze evidence from primary sources of first-hand perspectives of people who experienced, witnessed, lived through the socio-economic, political, cultural contexts of historical time periods</i>
<i>Dimension 4- Communicating Conclusions</i>	<i>Cite evidence from primary and secondary sources to answer compelling questions and discuss/debate/deliberate the big idea to explain how past and present differ, and historical significance to contemporary times</i>
<i>Dimension 4- Taking Informed Action</i>	<i>Students discuss how to apply what they learned from primary and secondary source analysis to real-life situations, personal experiences, affective reactions to content</i>



# Project Design

- **The project design aligns with the National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Framework and it's four dimensions:**
  - **Dimension 1: Staging inquiries with reflection on Big Idea- Uncertainty and Compelling Question- should times of uncertainty be recorded for the historical record?**
  - **Dimension 2: Connects to the 9-12 standards for history, civics, economics**
  - **Dimension 3: Primary source analysis from Library of Congress archives, community artifacts, (photographs, signs, poetry, newsletters, videos, songs, text messages, social media posts, etc), oral history interviews with virtual notebooks**
  - **Dimension 4: Answer compelling question with a historical analysis essay, and take informed action through creation of a community exhibit and companion book documenting the origins of the pandemic, community experiences, reflections, and research process**
- **All materials and activities were accessed and completed by students using a Google Classroom, regular zoom conference calls, and two in-person workshops**



# Implementation

- **Jamboard reflections on what students think about the big idea “uncertainty” and whether times of uncertainty should be documented for the historical record while reflecting on their own experiences**
- **Implementation of TPS strategies of LOC archives to write a collaborative essay on the origins and impact of the pandemic in the US and globally**
- **Groups worked in virtual notebooks collecting artifacts, analyzing perspectives and contexts of the artifacts, and provided rationales for why these artifacts were important for the historical record**
- **Many student reflections throughout the artifact collection, word clouds, surveys, questionnaires, interviews**
- **Use of Historical Empathy Measurement Rubric to determine students' demonstration of historical empathy from work samples, responses to survey, interviews, open-ended questions**





# Participants and Study Site

- **30 high school students who are sophomores, juniors, and seniors at four high schools located in a metropolitan region of the Southeast**
- **Students self-identified as Asian, Indian, White, African American**
- **More self-identified girls participated in this project than boys**
- **Enrolled in an extra-curricular leadership program**
- **Two-year program, must apply and meet GPA requirements, letter of recommendation, resume highlighting community service**
- **Collaboration with a four-year private university with graduate programs and a local historical society**

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# Student Responses- Historical Empathy

## Historical contexts

the most important thing I learned about the COVID-19 pandemic as a result of working on this project was the impact on global health and economies: The COVID-19 pandemic has had profound effects on global health and economies, with widespread illness, loss of life, and economic disruptions. It has exposed health inequalities, socioeconomic disparities, and vulnerabilities in healthcare systems, underscoring the need for preparedness, resilience, and equitable access to healthcare resources.

4/19/2023 03:26 PM

Yes. The project furthered my understanding of how Covid-19 upended the lives of so many people locally, nationally, and world wide. Researching Covid-19 gave me a much wider grasp on the effects of the pandemic on small businesses, medical workers, teachers, and many other occupations in which peoples' day to day lives completely changed.

4/26/2023 05:15 PM

Yes, depending on the way in which we contextualize the past, it can change our outlook on the past and in our research. For example, seeing the pandemic as a time of effective adaptation and unity puts my perspective of the pandemic as something that resulted in our society to evolve.

4/18/2023 10:45 PM

Working on this project contributed positively to my understanding of how historical contexts can impact and shape people's perspectives in the past because while working on this project, my group did lots of research on this. We found that historical contexts set precedence, whether apparent or not, and can be learned from in order to better handle any similar arising situations.

4/17/2023 10:37 AM

## Perspectives

The most important thing I learned about the pandemic as a result of working on this project is how varied the impact was on different communities with different economic and social aspects/situations.

4/17/2023 10:37 AM

Yes, throughout this project, I mainly researched the literary artifacts created during COVID-19 pandemic, and I had a chance to look at various tweets my high school principal made. I learned that even the important school faculty members were first unknown with how the event is going to progress, and they posted try-out of new technologies to continue their job as teachers. This was really impressive with how quickly they adapted to the new normal and tried using new way to do their jobs.

4/22/2023 10:49 AM

Thankfully, my family had mostly stable conditions to work in, but I was oblivious to the fact that m any people faced hardship during this time whether it be financial, emotional, or physically.

4/21/2023 08:40 AM

I learned that, regardless of the many struggles we saw, mainly in death, we are so incredibly fortunate to live in a community that is so funded and full of resources that we had a much more reliable safety net than countless other communities.

4/18/2023 07:56 PM

Yes, during this project, our group did our best to gather a diverse set of artifacts from a diverse group of people. In order to do that, we had to critically thinking about how experiences differed within each sub- communities in our area experience. Talking to people from these differing communities helped me get a better idea of how their context affected how they lived, thought, and felt during the pandemic.

4/15/2023 10:46 AM

## Affective Connections

The most important thing I learned about my community as a result of my work was that the panic, chaos, and feelings of confusion were not my own. All members of my community felt the same way and were in a way more unified through this epidemic. Learning how to be empathetic towards others when I do not know what goes on behind the scenes allowed me to diversify my knowledge and understanding towards societal interactions.

4/22/2023 04:51 PM

Working on this project allowed me to see the hinderment this pandemic had on everyone's definition of a normal life. With the many different activities, hobbies, and journeys that people from the same community have, I learned that the pandemic was no exception for anyone. Everyone was equally affected and faced their own challenges and problems.

4/22/2023 04:51 PM

This project helped me learn more about the people and issues in my community, so now I feel much more comfortable getting deeper involved and taking action on issues I am concerned and feel strongly about.

4/15/2023 10:55 AM

Working on this project contributed to my understanding of the role of citizens in taking informed action on a community issue because seeing how covid affected our community and how certain citizens had to take roles to help other citizens such as giving out masks or food delivering drivers for the community.

4/19/2023 03:26 PM

Yes, we saw how people thrived but we also saw people's failures. These failures are something that I thought we can fix now. Especially in retirement homes, I found that there are a number of activities socially, physically, and in mental health that could've helped our elders stay moving and stimulated with cooped up.

4/15/2023 10:55 AM



# Big Idea and Compelling Question Reflections on Google Jamboard

Before we begin this project, think about your own experiences during the COVID-19 pandemic. Post a sticky note to share your thoughts for these questions:  
1) How do you define "uncertainty?"  
Do you think the COVID-19 pandemic was a time of uncertainty? Why or why not?

I believe that uncertainty is a feeling of unknowingness and doubt for the future. The pandemic was a time where circumstances changed and, most people weren't able to predict what was 1/2

2/2 going to happen next; it was a time of uncertainty.

1/2 I define uncertainty as not knowing what is going to happen next, not knowing how things will turn out, not understanding or comprehending a situation.

and a general feeling of dread or excitement that is associated with it. The pandemic was definitely a time of

Uncertainty is the fear of not knowing what will happen next. The COVID-19 Pandemic was a time of uncertainty. No one knew what would happen next. The entire world was not prepared and everybody lived in

2/2 I do believe that those years were a time of uncertainty. No one knew what was going to happen, especially at the beginning. It kept taking turns that no one expected, so yes.

Personally, I feel that uncertainty is the idea that something is not concrete or stable. It is a feeling of not being sure about something or someone. The COVID-19 pandemic was definitely a period of uncertainty

Uncertainty for me is defined as something that isn't promised or something that shouldn't have your hope sitting with it. I definitely think that the COVID-19 pandemic was a time of uncertainty, because of the

In my opinion, "uncertainty" is when a person is unsure of what to do or isn't adequately prepared to handle something, which creates uncertainty. I think the COVID-19 pandemic was definitely a time of

1/2: Uncertainty to me means there's worryingly little understanding or hope of the outcome of a situation. I definitely, think the pandemic was a time of uncertainty, mainly

Uncertainty is when no one knows what to expect or how to prepare. COVID was full of uncertainty because no one knew what to expect with each new

Uncertainty to me is a fear of the unknown in future. In times things change ly with no way of ing what will en next uncertain ord that is nonly used. I think t

To me, uncertainty means that there are many possible outcomes of a situation and no one can be sure what will happen. I believe the beginning of Covid was a time of uncertainty

Words that come to mind when I think of uncertainty are unknown and change. I define uncertainty as a situation that can change and isn't set in stone. You don't know what happens next 1/2

COVID-19 was a time of uncertainty because the world wasn't prepared and scientists couldn't treat it at first. The word "unprecedented" was in every school email.

Uncertainty is state of being unsure and unpredictable. I believe the covid-19 pandemic was exactly this; epidemiologists were unsure on how to combat the virus, and we were all confused on how to get used to a lifestyle

Uncertainty is when you can't assume events that will occur in the future, in other words it is similar to instability . COVID was a time of uncertainty as many people lost their jobs without expect

2/2: due to the amount of people affected in so little time. Job loss and insecurity alongside mass hysteria also play a part in why the times were so uncertain.





# Historical Analysis Essay Excerpts

"Everyone's lives—students, parents, teachers, frontline workers, and so many others—were turned upside down after the emergence of COVID-19 in the United States and around the world. Schools closed, and the students were thrilled; some thought that they were getting an extended vacation of sorts, while others were relieved they would not have to take a test they had the next day."

"We were caught off guard in a wave of uncertainty. Uncertainty at that time meant not knowing what the future held, specifically for students not knowing whether school would start in-person or if we could do simple things like go grocery shopping or meet with people in public without risking both parties' lives."

"It is incredibly important to document people's experiences during a significant time in history like the COVID-19 pandemic. This documentation helps us understand the statistics and the impacts of the pandemic from different perspectives. Additionally, the emotional aspect of the pandemic cannot be understood without knowing the effects of COVID-19. Not only does analyzing people's experiences give a sense of the emptiness of what were once prosperous monuments of human culture, but it also provides a newfound understanding to how desperately people need human connection."



# Photography Virtual Notebook Sample

## Miscellaneous Collection



Aabha Muley - COVID-19 definitely restricted many things for us, but we could still help our communities. In the picture, my grandmother is seen packing lunches for underserved students in India with a mask on.



Aabha Muley - The feelings of tension are seen on a man's face as he is receiving the COVID-19 vaccine for the first time in India.



Aabha Muley - My younger brother is seen feeling nervous waiting for his second COVID-19 shot.



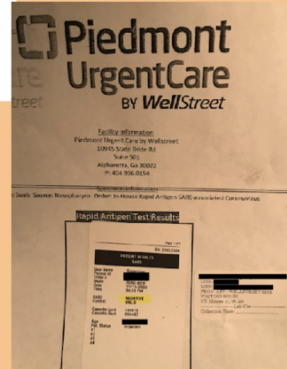
Aditi Satghare- A picture from June 2020 of getting the second COVID shot, in preparation for school



Aabha Muley - The feelings of pride are seen on a young boy's face after receiving the COVID-19 vaccine in India.

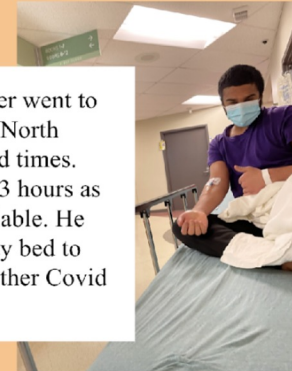


Aabha Muley - My brother and I wanted to continue learning taekwondo during COVID. This picture shows us posing with our master in celebration of passing our belt tests.



Lakshana Ramanan - A picture of a negative Covid test. The feeling was very anxious waiting for the result and it shows the type of test taken.

Sana Fatima - My brother went to the Wellstar Hospital in North Fulton during peak covid times. The wait time was over 3 hours as there were no beds available. He was then put in a hallway bed to minimize contact with other Covid patients





# Literary Virtual Notebook Sample

## Miscellaneous Collection

Place the miscellaneous pieces of literature here.

Home / Resources / Municipal Court / Pay Traffic Ticket

### Pay Traffic Ticket

**IMPORTANT NOTE:**  
Persons 20 years of age or younger must appear in court and should not proceed to pay online as this may result in suspension of your driver's license.

Please note there is a service fee charged by a third-party company, GovernmentAid.com, LLC, to cover the cost of the secure and convenient payment service accepting all major debit and credit cards both online and by phone (5% and in person (3.5%)).

Online and pay by phone payments may be made no later than 5:00 p.m. on your day of court if your appearance is not required in court.

To pay-by-phone, receive court dates, and ticket amounts, please call (toll free) 1-844-289-9427, 24 hours a day, 7 days a week.

**Autrey Mill Middle School**  
**8th Grade Awards Ceremony**

Come join us for a virtual celebration honoring our 8th grade students for a job well done.  
Date: May 22, 2020  
Time: 11:00 am

A live link to the ceremony will be sent via email.

facebook Log in

### Georgia Vaccine Hunters Group

Private group · 8.8K members

Join group

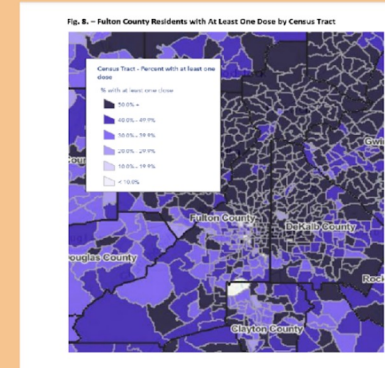
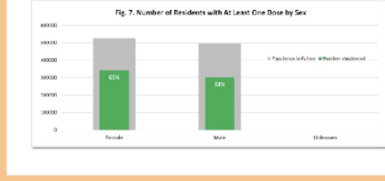
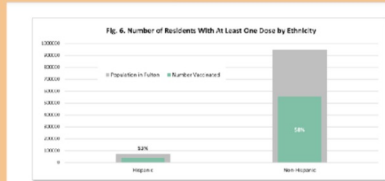
**About this group**

COVID-19 vaccines are an important & precious resource, and unfortunately, many doses are thrown away every day. In this group, we will coll... See More

Private  
Only members can see who's in the group and what they post.

Join group

Restaurant Name	Website to buy gift cards, shirts, etc.	Notes
SAM	<a href="https://www.samrestaurant.com/donate">https://www.samrestaurant.com/donate</a>	Gift cards available for pickup
10 Engines South	<a href="https://www.10engines.com/donate">https://www.10engines.com/donate</a>	Gift cards
Ann Bar	<a href="https://www.annbar.com/donate">https://www.annbar.com/donate</a>	Buy a \$100 food bar now, get \$160 worth of gift certificates free to the top 4-hour carpenter in the city. Purchase online.
Atlanta Food Works	<a href="https://shop.unitedstates.com/products/atlanta-food-works-rakemeds-free-donation">https://shop.unitedstates.com/products/atlanta-food-works-rakemeds-free-donation</a>	Drive-thru service. Bring out curbside Call (470) 423-2004
Babe's	<a href="https://www.babes.com/donate">https://www.babes.com/donate</a>	Online market available, all orders within GA should arrive within 48 hrs. Gift cards also available!
Barista	<a href="https://www.barista.com/donate">https://www.barista.com/donate</a>	Buying gift cards and meals also doing takeout, delivery, and curbside service
Bread and Butter	<a href="https://www.breadandbutter.com/donate">https://www.breadandbutter.com/donate</a>	Gift cards for both SBE and profit, as well as gift cards for classes.
Boat	<a href="https://www.boat.com/donate">https://www.boat.com/donate</a>	80% of all gift card sales go to pay staff wages. \$50 & \$100 options available.
Bocals	<a href="https://www.bocals.com/donate">https://www.bocals.com/donate</a>	Please order after 12pm for pick up curbside between 4-8. Warehouse location.





# Audio Visual Notebook Sample

Screenshots and video links

<https://www.youtube.com/watch?v=V61T9JQTwb0>

## Johns Creek COVID-19 Response

Statement from Mayor  
Bodker on behalf of the  
Johns Creek City Council  
March 25, 2020

<https://mail.google.com/mail/u/0?ui=2&ik=3ff92b7404&attid=0.0&permmsgid=msg-f:1749884416271724885&th=1848d69af5de3155&view=att&disp=safe>





# Oral History Virtual Notebook Sample



**Student with Georgia Governor Brian Kemp**

**Student with Fulton County District Attorney, Fani Willis**



**Student with Johns Creek Mayor John Bradberry**



**Students with Andy Stanley of Northpoint Community Church**



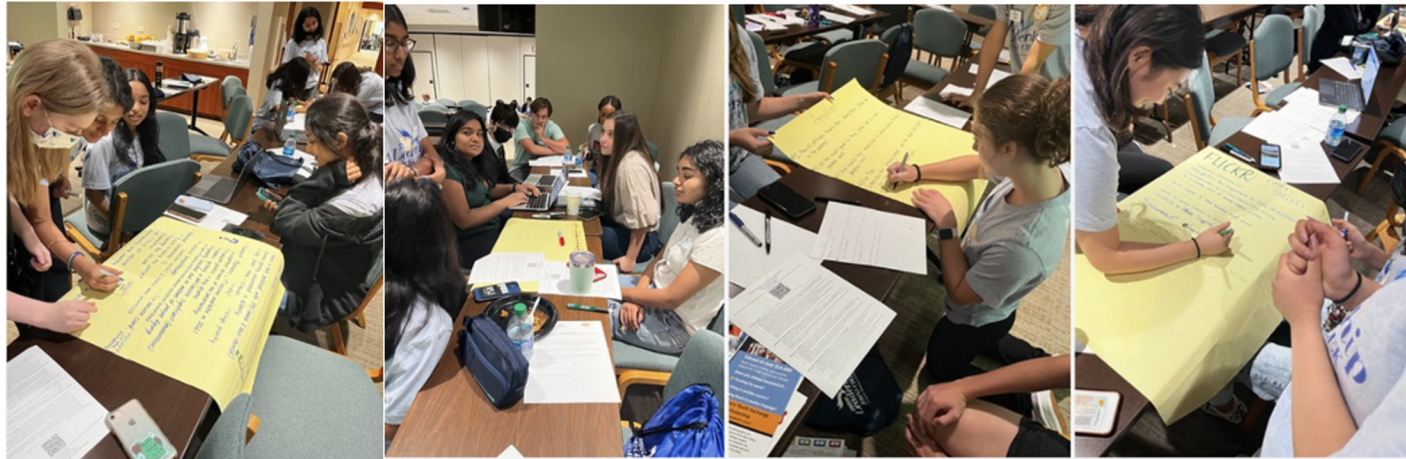
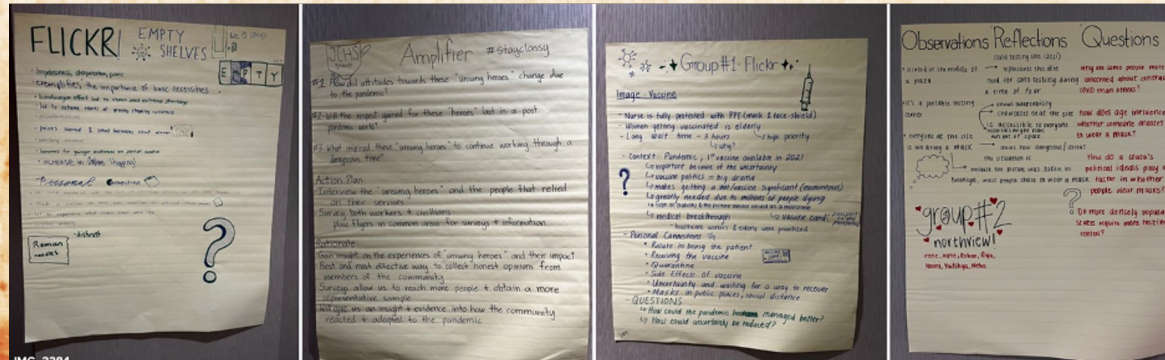
**Students with Ms. Margolis of Emory Johns Creek Hospital**



# Action Shots

## LOC TPS Research for Essay

## Student Curation of Artifacts for Exhibit





# Action Shots- Community Events (Scan QR Code for Virtual Tour)





# Implications for Social Studies Instruction

- **Share your thoughts to the following questions in the chat:**
  - **How might you be able to implement the C3 Framework to promote historical empathy with your students?**
  - **Could a local history research project about the impact of COVID-19 on your students' communities be feasible?**





# Conclusion

- **The C3 Framework is a powerful tool that can support students in analyzing contemporary historical issues such as the pandemic to demonstrate historical empathy**
- **Engaging students in the process of documenting diverse experiences during the COVID-19 pandemic can contribute to the historical record about how school districts, universities, and other community institutions can respond with policies and procedures that support teachers, students, and stakeholders if a future educational disruption occurs.**



# Thank you for coming to our presentation! Questions?

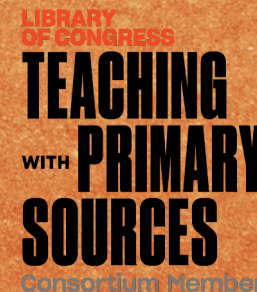
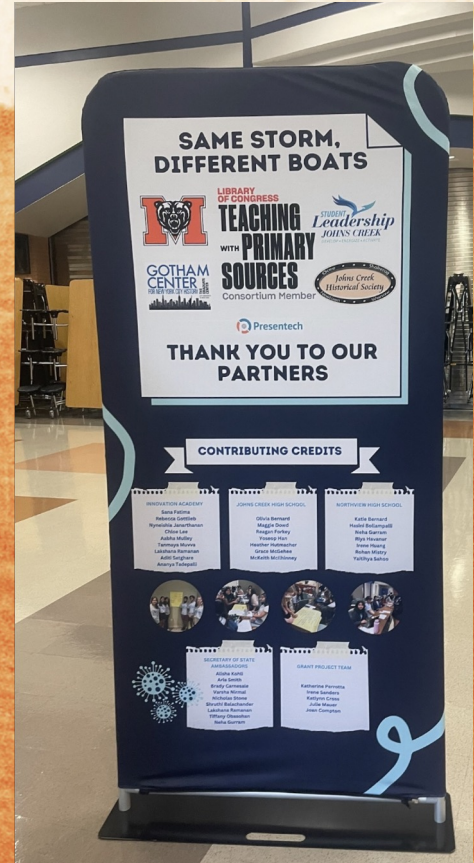
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